



ADMINISTRATIVE PROCEDURE 6709 PLACEMENT OF ELLs in MIDDLE SCHOOL COURSES

Responsible Office(s): Office of Academics: Department of ELL/WL; **Department of Counseling**

PURPOSE

This administrative procedure shall describe and define protocols related to placement of ELLs in structured and sequenced ELL courses in order to provide students with the opportunity to acquire proficiency in English and ensure equitable access to courses leading to promotion, graduation, and college and career readiness.

DEFINITIONS

1. **Incoming ELL:** An ELL who is transferring into WCSD from another U.S. school district (Nevada or other state).
2. **Newcomer ELL:** An immigrant/New in Country (NIC) student who has attended U.S. schools for less than 1 full school year, and whose primary or home language is not English, regardless of English language proficiency.
 - a. For the purposes of this document, a student who has spent the previous 4 years or more out of U.S. schools AND whose primary or home language is not English AND who scores below 2.0 on all four domains of the English language proficiency placement test is also considered a Newcomer ELL.
 - b. To be in compliance with Title III, schools must administer a state approved English language proficiency assessment to determine if the student is ELL.
3. **Short-Term ELL:** An ELL who has attended U.S. schools for less than 5 years, regardless of English language proficiency.
4. **Long-Term ELL:** An ELL who has attended U.S. schools for 6 years or more and may exhibit poor academic performance in core subject areas and/or on standardized achievement tests.

PROCEDURE

1. Before proceeding to placement of ELLs see AP 6711, **Initial Registration and Assessment of Incoming and Newcomer ELLs (Middle & High School)**.
2. The registrar will enroll the ELL in the appropriate grade based on the age at the time of the student's enrollment.
3. If enrolling after the 20th day of the school year, see also **AP 6710**, Late Entry ELLs.
4. If a 6th or 7th grade (by age) Newcomer ELL enters late in semester 2 and has never attended 6th or 7th grade, the counselor may consider enrollment in the lower grade at an appropriate elementary school for the remainder of the school year if that placement provides more appropriate ELL and general education options and a better initial U.S. school experience for the student, but only after meeting with student and parent/guardian and after consulting with the Department of Student Accounting and the receiving school.

5. If an 8th grade Newcomer ELL enters late in semester 2 and has never attended 8th grade, the counselor may consider enrollment in 7th grade for the remainder of the school year, but only after meeting with student and parent/guardian and after consulting with the Department of Student Accounting.

Orientation of Newcomer/Short-Term ELLs

6. The ELL teacher, assistant, or Department designee (at sites without an ELL teacher) - with help from an interpreter as needed - will explain assessment results and program options to student and parents/guardians, and assist with registration as needed.
7. The counselor at the Newcomer site or zoned school – with help from an interpreter and ELL teacher as needed - will explain and clarify promotion and graduation requirements, including but not limited to the following:
 - a. **Middle School ELL Program & Course Descriptions ***
 - b. **Sample Schedule Plan for Short Term MS-HS ELLs ***
 - c. requirements for promotion to high school and opportunities to continue ELL services at the high school level (see also **AP 6707**, Credit Deficient ELLs)
 - d. the Gateway Curriculum and diploma options
 - e. general school support services
 - f. alternative and credit recovery options
8. The counselor at the Newcomer site or zoned school, with input from the ELL teacher and/or Department of ELL, will use initial assessment results and general information to determine the most appropriate ELL and general course placement for the Newcomer or incoming Short-Term ELL. Placement data points may include:
 - a. English proficiency results on the state-approved initial assessment (W-APT)
 - b. prior ELL course placement
 - c. **Middle School ELL Placement Test (AG 2) ***
 - d. math placement test results
 - e. existing transcripts and transfer credits
 - f. academic, cultural and linguistic background
 - g. enrollment in an educational program in the home country
 - h. interviews with student and family
 - i. late entry in second semester
9. **Placement of Newcomer ELLs:** Refer to “Sample Schedule Plan for Short Term MS-HS ELLs” for a more comprehensive list of scheduling suggestions.

See also **AP XXXX**, **Secondary ELL Newcomer Services**, and **AP 6706**, **MS Earning Credit for ELL Courses**.

- a. Upon registration the registrar at the Newcomer site or zoned school will ensure that home country transcripts are sent to the Department of Student Accounting for evaluation and possible transfer as WCSD equivalent courses. After transcript evaluation is completed, The Department of Student Accounting will notify the school counselor or registrar directly to ensure the student's course schedule can be adjusted if needed to reflect credits awarded from the school in the home country.
 - b. Newcomer ELLs should be placed in one of the following English course combinations, based on their English proficiency and academic history:
 - i. **Beginning ELL English** (251) AND **Beginning ELL Reading & Writing** (253)
 - ii. **Intermediate ELL English** (252) AND **Intermediate ELL Reading & Composition** (254)
 - iii. **Advanced ELL English** (255) with **English 7 or 8**
 - c. All Newcomers should also be enrolled in one semester of:
 - i. **ELL Multicultural Education** (763)
 - d. Newcomers should be placed in the following course on an **as-needed** basis; see **Middle School ELL Program & Course Descriptions*** for course description and enrollment criteria:
 - i. ELL Literacy Skills (250)
 - e. The remainder of a Newcomer ELL's schedule should be filled with grade level general education courses, including Math (with support as needed).
 - f. In general, Newcomer ELLs should not be placed in any reading or language support classes intended for native English speakers (e.g. Read 180, Systems 44, interventions based on AIMSweb).
10. **Placement of Incoming Short-Term ELLs:** Refer to "Sample Schedule Plan for Short Term MS-HS ELLs" for a more comprehensive list of scheduling suggestions.

See also **AP 6706**, MS Earning Credit for ELL Courses.

- a. When possible, students should be placed in ELL courses equivalent or sequential to those taken at the previous school, based on their English proficiency and academic history:
 - i. **Beginning ELL English** (251) AND **Beginning ELL Reading & Writing** (253)
 - ii. **Intermediate ELL English** (252) AND **Intermediate ELL Reading & Composition** (254)
 - iii. **Advanced ELL English** (255) with **English 7 or 8**
- b. The remainder of a Short-Term ELL's schedule should be filled with grade-level academic courses, including Math and possibly Science, as well as at least 1 elective based on student interest.

- a. In general, Short-Term ELLs should not be placed in any reading or language support classes intended for native English speakers (e.g. Read 180, Systems 44, interventions based on AIMSweb).
11. **Placement of Incoming Long-Term ELLs:** See also **AP 6706**, MS Earning Credit for ELL Courses.
- a. The counselor, in collaboration with the ELL teacher if needed, will review all available data to determine if the student meets specific criteria for enrollment in one of the following courses; see **Middle School ELL Program & Course Descriptions*** for course descriptions and enrollment criteria checklists:
 - i. **ELL Academic English 1** (256)
 - ii. **ELL Academic English 2** (257)
 - b. Any student enrolled in ELL Academic English 1 or 2 MUST be concurrently enrolled in a grade-level English course that fulfills requirements for promotion to high school.
 - c. Any student enrolled in ELL Academic English 1 or 2 MUST NOT be concurrently enrolled in any mainstream language support or intervention course (e.g. Read 180), a Special Education English course (e.g. Foundations English), or any other ELL course.
 - c. The remainder of a Long-Term ELL's schedule should be filled with courses to meet promotion requirements, as well as at least 1 elective based on student interest.
12. Counselors, ELL teachers, and other school staff will contact the Department of ELL if questions arise regarding placement of students in ELL or core content courses.

DESIRED OUTCOMES

- 1. This Administrative Procedure is designed to provide English Language Learners with the opportunity to achieve English proficiency as well as appropriate and equitable access to courses leading to promotion, graduation and college and career readiness.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

- 1. This Administrative Procedure reflects the goals of the District's Strategic Plan and aligns with the following WCSd governing documents:
 - a. Administrative Regulation 6171, Limited English Proficiency
 - b. Administrative Procedure 6231, Late Entry
 - c. Administrative Procedure 6405, Final Test Guidelines: High School and Middle School
 - d. Administrative Procedure 6710, Late Entry ELLs (High School)
 - e. Administrative Procedure 6711, Initial Registration and Assessment of Incoming and Newcomer ELLs (Middle & High School)
- 2. This Administrative Procedure complies with the following federal regulations:

- a. Title III, Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107-110)
 - b. Civil Rights Act of 1964, Title VI, which prohibits discrimination based on race, color, or national origin
3. * The following documents support the implementation of this procedure (available from the Department of ELL or at <http://www.washoeschools.net/Domain/80>):
 - a. **Middle School ELL Program & Course Descriptions**
 - b. **Sample Schedule Plan for Short Term MS-HS ELLs**
 - c. **Middle School ELL Placement Test (AG 2)**

REVIEW AND REPORTING

1. This procedure and any accompanying documents will be reviewed annually.

REVISION HISTORY

Date	Revision	Modification
08/2008	1.0	Adopted as Accepted Practice
5/19/2012	2.0	Revised
07/14//2014	3.0	Revised: converted to Administrative Procedure
TBD	4.0	Revised: Clarified language, omitted redundancies, and aligned with existing Administrative Procedures and course offerings